

Fort Mill Middle

200 Springfield Parkway
Fort Mill, South Carolina 29715

Grades 6–8 Middle School

Enrollment 724 Students

Principal Eddie Haughey 803–547–5553

Superintendent Dr. V. Keith Callicutt 803–548–2527

Board Chair Martha Kinard 803–548–1769

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	4	0	0	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No
2005	Good	Unsatisfactory	No

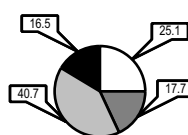
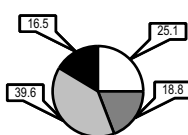
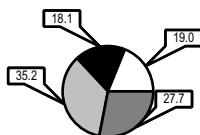
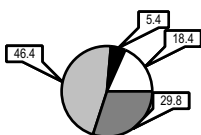
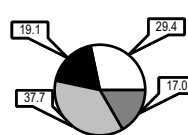
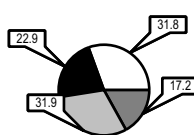
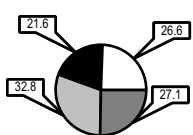
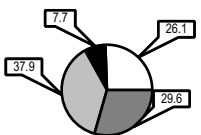
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	734	99.5	18.0	46.5	29.8	5.7	49.1	Yes	Yes
Gender									
Male	376	99.5	20.9	48.3	27.7	3.1	45.5		
Female	358	99.4	14.8	44.5	32.1	8.5	53.0		
Racial/Ethnic Group									
White	596	99.3	12.7	45.8	34.7	6.8	56.4	Yes	Yes
African American	111	100.0	45.1	47.1	6.9	1.0	13.7	No	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	20.0	60.0	20.0	0.0	33.3	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	664	99.6	13.8	47.6	32.7	6.0	53.7		
Disabled	70	98.6	57.6	36.4	3.0	3.0	6.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	734	99.5	18.0	46.5	29.8	5.7	49.1		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	726	99.5	18.0	46.1	30.1	5.8	49.5		
Socio-Economic Status									
Subsidized meals	179	99.4	39.4	46.9	11.9	1.9	22.5	Yes	Yes
Full-pay meals	555	99.5	11.5	46.4	35.3	6.9	57.3		

Mathematics – State Performance Objective = 36.7%									
All Students	734	99.6	18.7	35.3	27.7	18.2	55.6	Yes	Yes
Gender									
Male	376	99.5	19.8	33.3	26.8	20.1	55.6		
Female	358	99.7	17.5	37.5	28.7	16.3	55.6		
Racial/Ethnic Group									
White	596	99.5	13.8	34.3	30.4	21.6	62.0	Yes	Yes
African American	111	100.0	42.2	40.2	13.7	3.9	24.5	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	33.3	53.3	13.3	0.0	26.7	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	664	99.7	14.9	35.1	30.0	20.0	60.3		
Disabled	70	98.6	54.5	37.9	6.1	1.5	12.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	734	99.6	18.7	35.3	27.7	18.2	55.6		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	726	99.6	18.4	35.1	28.0	18.4	56.0		
Socio-Economic Status									
Subsidized meals	179	99.4	40.0	38.1	16.9	5.0	26.9	Yes	Yes
Full-pay meals	555	99.6	12.2	34.5	31.0	22.3	64.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	734	99.5	24.7	39.6	18.9	16.8	35.7
Gender							
Male	376	99.5	25.7	37.6	18.6	18.1	36.7
Female	358	99.4	23.6	41.8	19.1	15.5	34.5
Racial/Ethnic Group							
White	596	99.3	18.8	39.9	21.5	19.9	41.3
African American	111	100.0	54.9	37.3	4.9	2.9	7.8
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	33.3	46.7	13.3	6.7	20.0
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	664	99.6	20.6	41.1	20.2	18.1	38.3
Disabled	70	98.6	63.6	25.8	6.1	4.5	10.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	734	99.5	24.7	39.6	18.9	16.8	35.7
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	726	99.5	24.5	39.4	19.1	17.0	36.0
Socio-Economic Status							
Subsidized meals	179	99.4	48.1	40.0	6.9	5.0	11.9
Full-pay meals	555	99.5	17.6	39.5	22.5	20.4	42.9

Social Studies							
All Students	734	99.5	24.7	40.9	17.7	16.7	34.4
Gender							
Male	376	99.5	24.0	38.4	18.9	18.6	37.6
Female	358	99.4	25.5	43.6	16.4	14.5	30.9
Racial/Ethnic Group							
White	596	99.3	19.9	40.3	20.6	19.3	39.9
African American	111	100.0	49.0	42.2	3.9	4.9	8.8
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	33.3	60.0	6.7	0.0	6.7
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	664	99.6	20.9	41.9	19.4	17.8	37.2
Disabled	70	98.6	60.6	31.8	1.5	6.1	7.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	734	99.5	24.7	40.9	17.7	16.7	34.4
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	726	99.5	24.5	40.9	17.7	16.8	34.6
Socio-Economic Status							
Subsidized meals	179	99.4	45.0	41.9	8.1	5.0	13.1
Full-pay meals	555	99.5	18.5	40.6	20.6	20.2	40.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	227	100.0	21.8	48.9	24.9	4.4	29.3
	7	233	100.0	19.8	49.6	26.7	3.9	30.6
	8	212	100.0	20.9	46.9	26.5	5.7	32.2
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	249	99.6	21.8	33.3	36.4	8.4	44.9
	7	251	99.6	18.6	54.9	24.1	2.5	26.6
	8	234	99.2	13.7	51.1	29.7	5.5	35.2
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	227	100.0	17.8	35.1	29.3	17.8	47.1
	7	233	100.0	17.7	38.4	16.8	27.2	44.0
	8	212	100.0	28.0	43.1	16.1	12.8	28.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	249	99.6	16.0	27.1	30.2	26.7	56.9
	7	251	99.6	15.2	38.4	27.8	18.6	46.4
	8	234	99.6	25.5	40.0	25.5	9.1	34.5
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	249	99.6	25.8	25.3	24.4	24.4	48.9
	7	251	99.6	20.7	47.3	13.9	18.1	32.1
	8	234	99.2	28.3	46.1	18.7	6.8	25.6
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	249	99.6	19.1	36.0	21.3	23.6	44.9
	7	251	99.6	32.5	42.2	14.8	10.5	25.3
	8	234	99.2	22.4	44.3	17.4	16.0	33.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 724)				
Students enrolled in high school credit courses (grades 7 & 8)	37.7%	Up from 15.2%	32.5%	15.5%
Retention rate	0.8%	Up from 0.4%	1.8%	3.0%
Attendance rate	96.9%	Up from 96.7%	96.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%	Down from 4.3%	3.0%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.2%	Down from 3.6%	3.0%	4.6%
Eligible for gifted and talented	35.1%	Up from 34.9%	34.5%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.5%	Down from 11.3%	11.9%	13.6%
Older than usual for grade	1.1%	Up from 0.9%	1.9%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Up from 0.1%	0.3%	0.8%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	45.8%	Down from 46.8%	54.8%	51.8%
Continuing contract teachers	89.6%	Up from 89.4%	85.5%	78.1%
Highly qualified teachers	71.4%	Down from 90.0%	87.9%	89.6%
Teachers with emergency or provisional certificates	6.7%	Up from 4.7%	2.3%	6.0%
Teachers returning from previous year	95.1%	Up from 94.2%	89.3%	85.4%
Teacher attendance rate	95.7%	Up from 94.6%	94.4%	94.9%
Average teacher salary	\$43,637	Up 4.5%	\$43,637	\$41,328
Prof. development days/teacher	29.1 days	Up from 22.3 days	11.4 days	11.5 days
School				
Principal's years at school	7.0	Up from 6.0	6.5	3.0
Student-teacher ratio in core subjects	24.0 to 1	Up from 21.5 to 1	23.7 to 1	21.3 to 1
Prime instructional time	89.7%	Down from 89.8%	89.3%	89.3%
Dollars spent per pupil*	\$5,746	Up 2.6%	\$5,746	\$6,022
Percent of expenditures for teacher salaries*	66.4%	Up from 65.5%	64.3%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.2%	No change	97.2%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	72.9%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Fort Mill Middle School is to nurture and educate our students while providing a successful transition between their elementary and secondary years. We believe all students can learn and experience success and each student is a valued individual with unique needs which must be met. Teamwork is essential for effective teaching and learning to take place. We believe students can develop self-discipline and accept responsibility for their behavior and learning. Students, faculty, and staff have the right to feel safe, secure, respected, and valued. We believe the school, home, and community all have the responsibility of providing a supportive learning environment. We have recently joined the Making Middle Grades Work initiative and have used this research-based network to assist our school-improvement efforts. Fort Mill Middle School was once again accredited by the Southern Association of Colleges and Schools review team. Also, we continue as a South Carolina Red Carpet School.

Our students continue to show academic improvement, despite the challenges of a growing student population and statewide budget cuts. We continue to utilize our Reading and Math Specialists to provide services to those students not meeting standard in these two disciplines. 39% of all students participated in the Gifted and Talented program. 135 students were Junior Beta Club members, and 22 students were recognized as Junior Scholars.

Student participation in our athletic, band, and choral groups continued to grow. Students participated and received awards in regional science fairs. Our MathCounts and academic teams won various awards throughout the school year. Our Stock Market Simulation Team again competed against high school and middle school teams throughout the state.

Service Learning remains an important part of our curriculum. Students were involved with raising money for a South Carolina middle school student and a faculty member's spouse who need kidney transplants. Students and faculty were involved in Jump Rope for Heart, Special Olympics, Veteran's Hospital, Pennies for Patients, St. Jude Research Hospital, Operation Shoebox for our Armed Forces, and a canned food drive for a community care center. Our 8th grade Beta Club members volunteer their time before school to tutor elementary school students. We were honored once again to receive a banner identifying us as a "Grade A School" by the York County Litter Task Force, illustrating the pride our students and staff take in keeping our school beautiful.

Our parental support through our PTO remains strong and included successful fundraising programs, sponsorship of our VIP (Very Important People) volunteer program, and the highly successful Good Deeds program, which rewards students who perform a good deed for someone else.

In keeping with our mission statement, we have improved our weekly school-wide character/mentoring program. STING (Students and Teachers Inspiring, Nurturing and Growing) provides every student an adult mentor who serves as a counselor and confidant. We continue as a South Carolina Red Carpet School, identifying us as a leader in providing a family-friendly atmosphere and illustrating service-driven ethics.

Eddie Haughey, Principal and Ronda Williams, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	49	214	86
Percent satisfied with learning environment	87.8%	78.0%	70.6%
Percent satisfied with social and physical environment	91.7%	84.0%	82.6%
Percent satisfied with school-home relations	85.4%	92.5%	65.5%

*Only students at the highest middle school grade level at this school and their parents were included.